

LATIN NOTES

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Issued in the interests of teachers of secondary Latin and Greek

Associate Editors: MILDRED DEAN, HARRY WEDECK, CLAIRE THURSBY, MARY R. STARK, MARK HUTCHINSON, LILLIAN LAWLER

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HAPPINESS TO BE SOUGHT WITH MODERATION

(Horace, Odes, II. 16)

By DR. P. BROWNE

All pray for rest, the mariner who sails
Through wide Aegean waters lashed by gales,
When clouds obscure the moon, and stars' direction fails,

Fierce Thracians when the war is in full cry,
And Medes in gleaming armour often sigh
For rest, that gems and gold and purple cannot buy.

No treasury's expense, no consul's might,
Can put the tumult of the mind to flight,
And hovering cares that watch from gorgeous ceiling's height.

He can live best of all who can afford
A shining salt-cellar, a frugal board,
And sleep sound without fear or thought of miser's hoard.

Why all this turmoil with few years to live?
Why change to foreign skies? Can exile give
The power to fly from self to any fugitive?

Worries can board the ships with walls of brass,
Move in and out through horsemen's serried mass,
Fleeter than deer, or clouds in a high wind that pass.

Ask for no more if happy for the day,
And wisely laugh unpleasant things away;
We find no perfect bliss, seek anywhere we may.

In early youth renowned Achilles died,
While long old age withered Tithonus' pride;
Perhaps this hour will grant to me what you're denied.

Of flocks and herds you, Grosphus, have your share,
A splendid carriage and a flying pair,
And finest purple wool of double dye to wear.

For me unerring fate was pleased to choose
A little farm, the spirit of the Muse
Of Greece, and calm contempt, when common tongues abuse.

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"A quality in a teacher much neglected in discussion and of inestimable value in the school room is a sense of humor. An English head master once said that the only two qualities he regarded as essential in the teacher were a knowledge of the subject and a sense of humor."

CONTRIBUTIONS BASED UPON EXPERIENCE

I. THE FOUR STAGES OF A CAESAR CLASS

1. First stage, lasting perhaps three weeks:

Teacher assures the class—"We shall begin learning to read all over again as if you had never heard of reading. Let us put on the board a direction or two to guide us: 1. Take words as they come, linking up as you go along, pausing to gather up the idea at every verb. 2. A clause begins with its conjunction and closes with its verb; do not put anything into it that is outside, nor leave out anything that is between." (The class will probably suggest the rules to be put as guides to translation on the board.)

For the first few days teacher and class work together to get meaning out of the Latin; what they get thus is "review" translation for the next day; the rest of the lesson is study of words they had had before and did not remember, and the collection of "families" of verbs, like *gradior* and *egredior*, so that they know the principal parts of all compounds of *gradior*. Assign during this time any forms that seemed not quickly recalled when met in the sight passage, especially the perfect passive participle, tenses of the indicative and subjunctive, so as to get the story clearly told.

2. Second stage, lasting two to eight weeks:

Time to venture out into two or three lines alone. "If they do not make sense, do not worry! You shall have just as good a mark for your recitation if you know the words and have thought carefully what each one is and probably means. If the words refuse to link up, we can do that part in class."

Next day after good English for the review in class, since we did the rough draft of it the day before, we try what we did alone. Did it link up? Where did it refuse to fit together nicely? The class is ready to raise questions (we have here the perfect relation for class and teacher—the pupils are in the position of seeking, the teacher is guide and helper). With a normal class the pupils begin already to feel conscious of growing power to "unroll" sentences.

Sight translation done in class together continues to be the review for the next day, and assignments to be done alone lengthen slowly. Work continues also on collecting families of verbs and patching out forms not carefully enough learned in the beginning. Weak spots show up as we read on together. The class will see the need for work on special points, and sometimes individuals will note some private need for review.

The new work to be done alone lengthens as fast as the class can stand it, but always keep time to do sight in class (the review for next day); and always make the difficulties of getting the story the starting point for questions that are settled before we try to put the Latin into English.

At this stage should come the first sight translation test. We have been putting directions for translating on the blackboard as they develop, when difficulties are encountered. For example,

always expand an ablative absolute into a clause. (Try *when, after, because, although, if, etc.*) A relative pronoun at the beginning of a main clause or new sentence should be translated by the corresponding form of *is, ea, id, etc.* The first sight translation test is, with full warning ahead of time, to be centered on the one of these directions most often violated by the class, say ablative absolute. A pupil is to get a passing mark if he translates an ablative absolute into an appropriate English clause or phrase; he is to fail if he neglects to do this well, even though other things are not bad. Once begun, brief written sight tests should be given every two weeks. If any pupils have taken the primrose path of using a pony or relying on home assistance, their poor achievement in sight tests will reveal that they are not following directions and really reaching after the methods and habits that you are urging. A conference as to why they do not do as well as the rest of the class will often produce a change for the better.

3. Third stage, the time element depending entirely on the temper of the class. Eight, ten, or twelve directions for translating on the blackboard; sight tests coming every two weeks, always focused on some special point. During this period invent devices to get the review out of the way quickly. Let the teacher read it, warning the class that she is going to change some things from what is exactly right and that they must not let her get away with it. Another expedient is to have a pupil write the review on the back blackboard, while the advance is going on up front; still another, to do only one small part of the review. As the advance assignment lengthens, we should always mention some point about the passage to be done that gives some interest to the story. Never say, "The next fifteen lines." How much better to say, "Read as far as line sixteen; you will find out what the Romans invented to cripple the ships of the Veneti."

4. Fourth stage, the final one. Get ahead with the story as rapidly as possible. Read at sight, do not assign that for review but have the advance start with a "minimum assignment," with extra credit for a few lines more. Vary the work by assigning six or eight questions to be answered from a whole page of Latin. This takes very careful preparation on the part of the teacher, for questions must not be answerable by a single word; aim to frame such as require at least a clause. Do not give them out in order of their appearance on the page, except at first. Next day when the questions are disposed of, let the teacher read the page, putting in a wrong tense every now and then. Do this without warning; the class will leap at you!

II. FUNCTIONAL APPROACH

The words "functional approach" sound formidable as well as formal; but they mean nothing more than using every scrap of knowledge learned, in ways that reveal clearly whether the pupils know what they are using. The best way to do this is of course to get the pupils to invent their own ways of using and to learn from each other. One teacher has lately reported from her eighth grade class, that while the future tense of the verb "to be" was under practice, she asked for a couple of volunteers to write a little dialog to be read before the class next day. The little conversation that was produced lasted not more than eighty seconds. The second reading of it was translated into English by the class as it progressed. One mistake was pounced upon by the class; but the remainder was well constructed and clearly understood. Immediately six other couples wanted a chance to perform, and were assigned time on succeeding days.

It was very amusing to note the situations that the actors picked out to represent; namely, a schoolgirl quarrel, two brothers at odds over a borrowing-lending situation, two ladies going shopping for dolls, and a plan to stay away from school (the teacher was relieved to hear that the actors finally remembered "poenam dabimus".) These little scenes were evolved from three tenses of the first and second conjugations and the verb "to be," together with the limited vocabulary of the eighth grade work.

MILDRED DEAN

Roosevelt High School, Washington, D. C.

LEAGUE NOTES

The Sixteenth Annual Meeting of THE AMERICAN CLASSICAL LEAGUE will be held in Portland, Oregon, on July 1 and 2, 1936, in connection with the summer meeting of THE NATIONAL EDUCATION ASSOCIATION. Present plans include two afternoon sessions for the reading of papers and a dinner on the evening of July 1. The full program will be published in a later edition of LATIN NOTES.

As announced in LATIN NOTES for January, Professor Charles C. Mierow, Carleton College, Northfield, Minnesota, has accepted appointment as chairman of the Lookout Committee. The other members of the Committee are: Professors E. D. Cressman, University of Denver, Denver, Colo.; Frederick Dunn, University of Oregon, Eugene, Oregon; Eunice Kraft, Western State Teachers College, Kalamazoo, Mich.; Charles E. Little, George Peabody College for Teachers, Nashville, Tenn.; Jessie D. Newby, Central State Teachers College, Edmond, Okla.; Dwight N. Robinson, Ohio Wesleyan University, Delaware, O.; Miss Claire Thursby, University High School, Berkeley, California; A. Pelzer Wagner, College of William and Mary, Williamsburg, Va., and Mr. Wm. J. Walker, 2 Clark Street, Framingham, Mass. Every member of the LEAGUE is urged to report to the chairman or to some other member of the committee any flagrant case of a public attack on the classics that comes to his attention.

The Executive Committee of the LEAGUE has authorized the appointment of a Committee on Research and Professor Mark E. Hutchinson of Cornell College, Mt. Vernon, Iowa, has accepted appointment as chairman of the Committee. The names of additional members of the Committee will be announced next month.

W. L. CARR, President

RECENTLY APPOINTED CHAIRMEN FOR STATE COMMITTEES

RHODE ISLAND—Miss Dorothy Slocum, Classical High School, Providence.

NEW JERSEY—Miss Adelaide M. Newhall, 43 Alexander Avenue, Upper Montclair.

Any queries about state projects cited in back numbers of LATIN NOTES for this year should be referred to them.

BACK TO THE SOURCE

If all the words of foreign birth
Within our English tongue should flee
Homeward across the seas of earth,
How great a tumult there would be!
Lo! more than five in ev'ry ten
Would sail to Latian shores again.

Vast throngs would thus their way pursue
Beyond the bars, back o'er the trail
Of Latin priest, of Roman crew,
Who treasures bore in galleys frail—
Rare gems of church, art, law and wit,
Tall tales of Troy and Holy Writ.

While homeward bound, on Norman coast,
Those words "by way of French" must land—
Whence came Duke William's valiant host,
Through culture conquered Britian's strand—
Ere all may reach the port of Rome
And once again be safe at home.

Now from this stream of migrant force
To Time's Eternal City bright,
We'll list and trace back to the source
Word families of fame and might—
Which have from Latin speech survived
And how and whence they are derived.

LULU LEE, El Paso, Texas

PICTURES OF GREEK LIFE BACK OF ENGLISH WORDS—A SUGGESTION FOR STIMULATING AN INTEREST IN THE STUDY OF GREEK

Paste on a manila card (10"x7") a picture of some phase of Greek life, cut from a book or magazine, or copied in black and white (or color) by someone with artistic skill, and over it print in large black letters the English word derived from the Greek life pictured below. Then add, in typewriting perhaps, or in print or handwriting, a few sentences to show the connection. If there is a Trans-Lux lantern in the school, the cards may be used with much effect.

Of course, much depends upon the number of pictures at hand and the extent of knowledge of derivation possessed by the teacher. The following words worked out at the SERVICE BUREAU are offered in the way of suggestion only. (The cards cannot be sent out.)

- Cyclopean (picture of a Cyclops)
- Lamp (picture of a Greek lamp)
- Iris (picture of Iris, cut from a mythology text)
- George (picture of a Greek plowing). From Greek *ge*, meaning earth, and *ergon*, work, comes the idea of plowing
- School (picture of a Greek master teaching young boys). *Scholē* means leisure, lecture, a school
- Lyric (poem) one that can be set to music (picture of a Greek lyre)
- Sandal (picture of Greek sandals)
- Music and Museum (picture of Greek Muses)
- Phaeton—name of an automobile (picture of the fall of Phaethon)
- Stadium (picture of the ancient Greek stadium in Athens)
- Siren (picture of the Sirens, beautiful women on the cliffs along the sea whose songs sailors could not resist)
- Hygiene (picture of Hygeia, goddess of Health)
- Chimerical (picture of the "chimaera," an animal with the head of a lion, the tail, a serpent, and in general an impossible creature)
- Tantalize (picture of Tantalus reaching for food just out of his grasp)
- Icarian (picture of Icarus falling into the sea because in a daring flight he flew too near the sun, the heat of which melted the wax by which his wings were attached to his body). The adjective stands for an audacious adventure
- Pedagogue (picture of a Greek servant accompanying a child to school very early in the morning). From *pais*, *paidos*, child, and *agogos*, leader

SERVICE BUREAU MATERIAL ON SALE AT HALF PRICE DURING MARCH, APRIL AND MAY

I. LATIN NOTES SUPPLEMENTS

Price, 5 cents each, postage extra

1. The Pronunciation of Proper Names in the First Six Books of the Aeneid
2. Some Allusions in English Literature to Vergil's Aeneid
11. Reading Content for the First Two Years
14. Easy Latin Stories
18. More Sight Passages from Caesar
20. One Year of Greek: Is It Worth While?
22. Operas Based upon the Greek Myths
23. Latin as an Aid to English
24. The Value of the Classics in Training for Citizenship
27. Political Questions Suggested by Cicero's Orations against Catiline
28. Marcus Tullius Cicero—Citizen. Also, Caesar, Cicero and Pompey
30. What Should Be the Content of a College Course for Students Preparing to Teach Latin? Opinions of Teachers in the Field

31. A List of Photographs and Prints Concerned with Classical Mythology
33. Dramatic Incidents in Caesar and Cicero
34. The Greek that the Doctors Speak
36. A New Latin Course for the Junior High School
37. What I Know About Latin at the End of the Fourth Week
38. The Project Method in Teaching Latin
40. Suggestions regarding the Teaching of Latin Forms and Syntax in the Earlier Years of the High School
45. A Poet of Loyalties—a Study in the Personality of Vergil
49. Roman Amphitheatres (illustrated)
50. Sight Passages from Latin Poetry Suitable for the Use of Certain High School Pupils

II. BULLETINS

- IV. English Poems Dealing with Classical Mythology. Price, 12 cents
- VIII. English and the Latin Question. Price, 10 cents
 - X. Costumes for Classical Plays (illustrated). Price, 10 cents
- XI. Suggestions for the Young Latin Teacher—a First Aid Kit. Price, 5 cents
- XIII. Latin for the Junior High School. Price, 50 cents
- XV. Vergilian Papers. Price, 10 cents
- XVIII. A Journey through the Lower World—a Play Based on Book VI of Vergil's Aeneid. Price, 10 cents
- XXIV. The Writing on the Wall—Glimpses from Pompeian Graffiti into the Daily Life of the Ancient Romans. Price, 22 cents
- XXVI. Fortuna Belli—a Latin Play for High School Students of Caesar. Price, 15 cents.

ANNOUNCEMENTS

The following publishers have reserved space in the April NOTES, largely for advertisements of new books. Watch for this issue! Scott, Foresman & Company; Houghton Mifflin Company; D. C. Heath & Company; Silver, Burdett & Company; D. Appleton-Century Company; American Book Company; Bureau of University Travel; Harvard University Press.

Jarrolds, publishers in London, have sent to the SERVICE BUREAU an interesting small book entitled *The Stranger of the Ulysses*. It consists of a collection of more or less humorous accounts of the meeting of an Englishman with various characters mentioned in Homer's poems—the first, Ulysses, and the book closes with an account of many blissful months spent on Calypso's Island. The address of the publisher is Paternoster Row, London, E.C. 4.

An attractive booklet containing Horace material has been recently issued by Fordham University, New York City. It may be procured from this address for 50 cents, plus four cents postage.

In view of the prominence at present of the Olympic Games, readers may like to become acquainted with a book by Hugh Harlan of Topanga, California, entitled *History of the Olympic Games, Ancient and Modern*. It may be secured from the author for \$1.00.

A bound volume of a translation of the Odes of Horace has been contributed to THE SERVICE BUREAU by the author, J. L. Van Gundy, Department of Latin, Monmouth College, Monmouth, Ill. Copies may be purchased from the author for \$1.25.

A new song, "The Lucrine Palaces." Translation of Horace's Ode, II, 15, for use in Horace programs or Latin Club meetings. Set to music by Julia B. Wood, SERVICE BUREAU FOR CLASSICAL TEACHERS. Price, 20 cents per copy, postpaid; 15 cents for 5 or more.

Miss Helen MacDonald, author of the *Kalendarium Romanum*, announces that her address has been changed to Abington Friends School, Jenkintown, Pennsylvania. The price of the Calendar is 75 cents.

The Annual Meeting of THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH will be held at Cleveland, Ohio, on April 9-11. The program as announced in THE CLASSICAL JOURNAL for March is exceedingly attractive. One of its strong points is that almost without exception all of the titles are of interest to High School teachers of the Classics as well as to the College professors.

The next meeting of THE CLASSICAL ASSOCIATION OF THE ATLANTIC STATES will be held at Franklin and Marshall College, Lancaster, Pa., on April 24 and 25. An attractive program is in process of preparation by the President, Miss MacDonald, and the Executive Committee.

ADVERTISEMENTS

- I. Sixty-five photographs of Roman ruins for \$1.00. Especially taken for illustrating Latin taught in the High Schools. List of pictures will be mailed on request.
- II. Roman House Project for Latin and Roman History Classes. Price, \$1.00.

Send orders to **EDITH M. COOK**
Westtown, Pa.

SERVICE BUREAU MATERIAL AVAILABLE

Mimeographs may be purchased for 5 cents each, unless another price is stated. Printed items, however, known as **LATIN NOTES SUPPLEMENTS** and **BULLETINS**, must be purchased at the prices indicated. The material up to January first, 1935, has been listed in a printed **CATALOGUE** which is sold for 15 cents, or 20 if postage is required. A printed list for 1935 is available.

I. In Mimeographed Form

(The numbering is continued from the February issue)

532. What the Classics Do for High School Pupils—a Radio talk by *Charles A. Tonsor*, Principal of Grover Cleveland High School, Ridgewood, New York.
533. The Evolving Latin Course. By *Mildred Dean*, Roosevelt High School, Washington, D. C. Reprinted from the April, 1935, *CLASSICAL JOURNAL*. Price, 10 cents.
534. More suggestions for a Latin Club. By *Edith M. Jackson*, Senior High School, West Chester, Pa.
535. An Interview with the Poet Horace—a newspaper reporter of ancient Rome questions the Laureate. By *Esther V. Hansen*, Elmira College, Elmira, N. Y.

II. Latin Notes Supplements

Supplement X, Books and Equipment for the Teacher of Secondary Latin, revised and enlarged to 8 pages in 8 point type is now ready for sale. Price, 35 cents, including postage. For titles of Supplements I-LII, see *CATALOGUE*.

III. Bulletins

Bulletins I, II, and III are out of print. For a list of the others, see the *CATALOGUE*.

Note: Bulletin VII, The Roman Forum, which has been temporarily out of print, will be ready shortly.

For Your Information

FRANK GARDNER MOORE

Professor of Latin
Columbia University

Is Writing a New Book

THE ROMAN'S WORLD

THIS volume will be ready for use in classes at the start of the fall semester of 1936. Examination copies will be available this Spring. If you have not yet made arrangements to receive an examination copy, address your request to the publishers, Columbia University Press, 2960 Broadway, New York City.

AFTER previous teaching experience at Yale, Dartmouth and Trinity, Professor Moore has occupied a Latin chair at Columbia for 25 years. He has made repeated visits to Rome and Latin lands. Among teachers he is perhaps best known as editor of Cicero's *Cato Maior*, and of his orations commonly read in schools.

THE publishers have every confidence that *The Roman's World* will become the definitive textbook on this subject and suggest that you make sure an advance examination copy is reserved for you by writing to

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